



IB CONFERENCE OF THE AMERICAS 2015

Chicago, IL • 23–26 July



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Coordinator as Leader in Professional Learning

Amy Brodsky, Woodbury Elementary School
John Moore, Shaker Heights High School
Dexter Lindsey, Shaker Heights Middle School



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July



**Shaker
Heights
Schools**

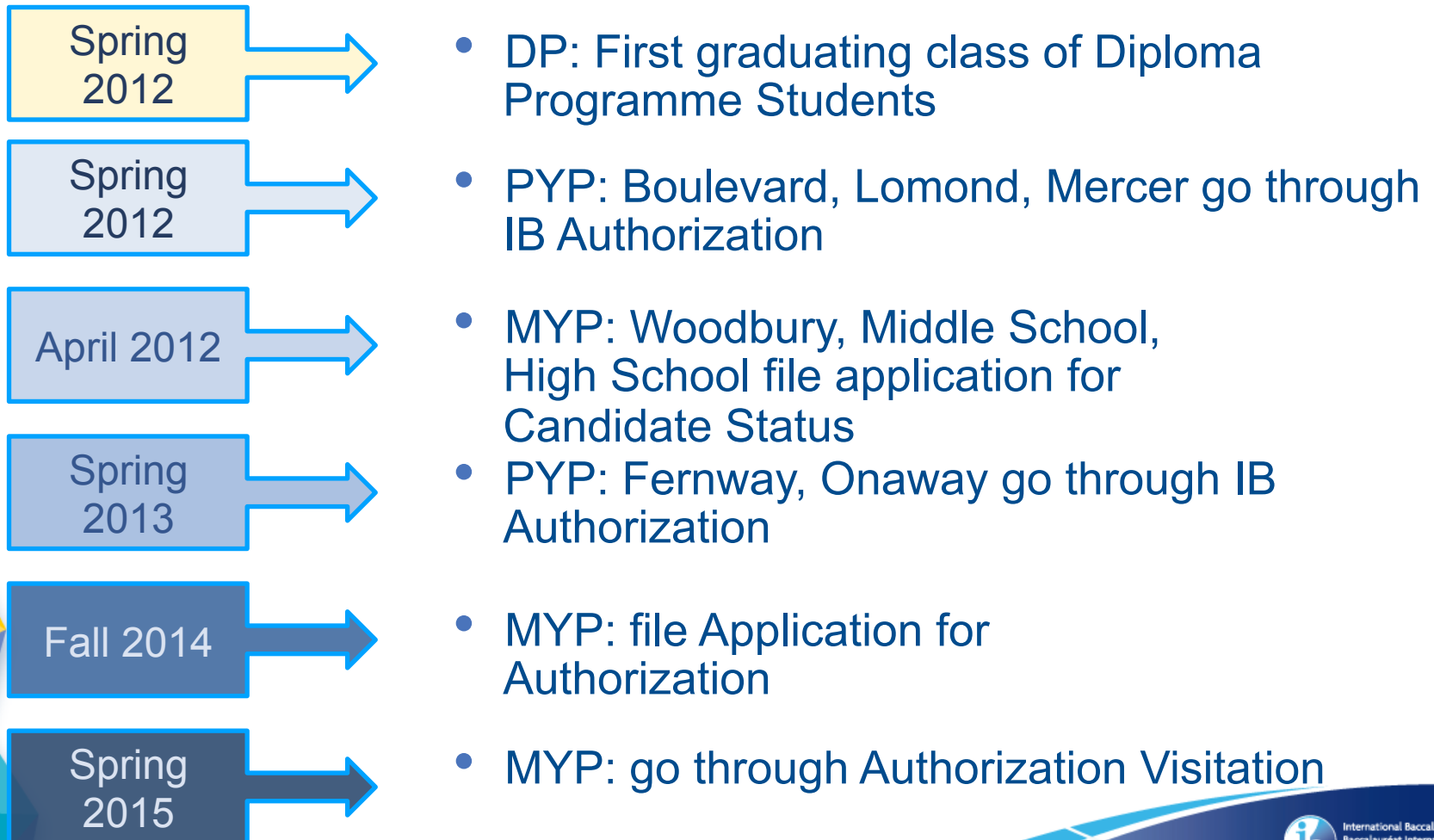
Our Mission:

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Programme Implementation Timeline





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Structures for school based professional learning

- Relied on sporadic release days
- Woodbury - Common Planning Time
- Middle School - Release Time & Department Meetings
- High School - Teacher Based Team time



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

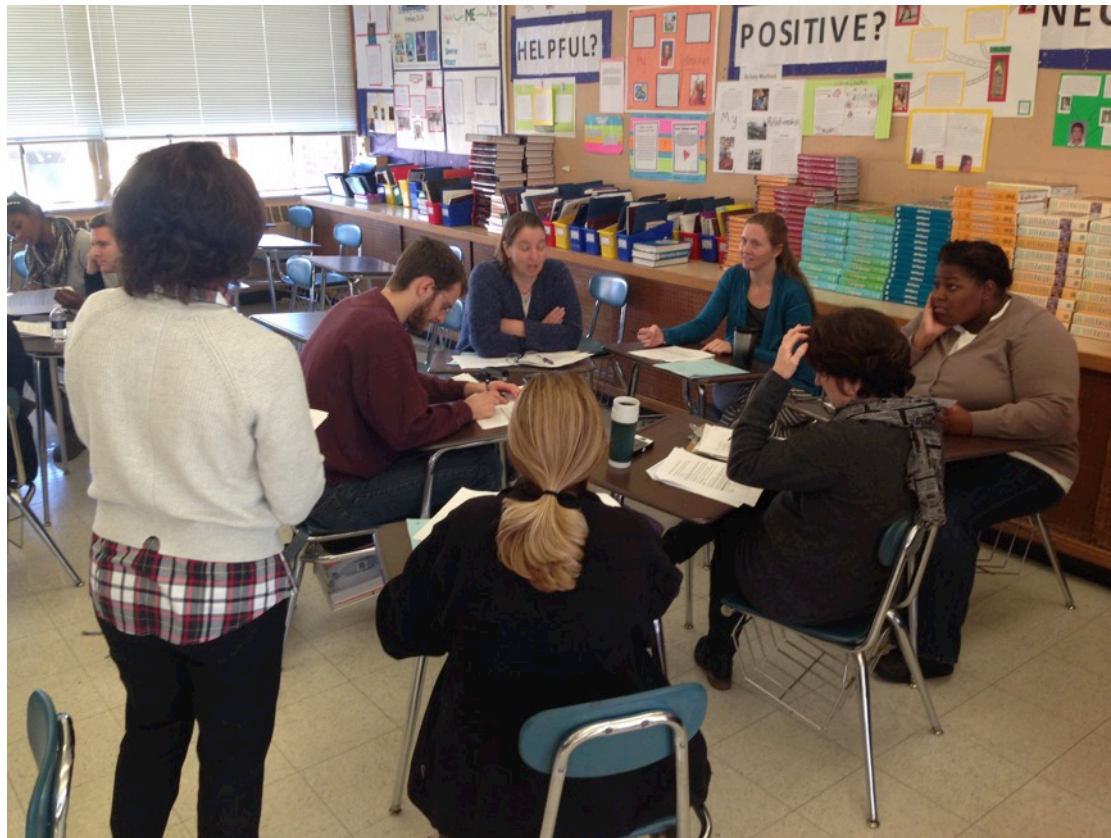
Successful models for professional learning





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

School based academy model





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Mr. Appel

Woodbury Professional Development Day



October 15th, 2014

9:00-9:30	Personal Project- ELA Room
9:35-10:05	Taking Action- CM's Room
10:10-10:40	Key Concepts- EMO Room
10:45-11:15	Mission/Policies- <u>Bognar's Room</u>
11:20-12:00	Global Contexts- Library
12:00-1:00	Lunch on your own
1:00-3:50	Language Arts Curriculum Mapping- <u>rm 120</u>



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Subject: Mission Statements/Policies

Key Concept:

Communication

Global Context:

**Fairness &
Development**

By reviewing our mission statements and policy statements, we can understand how decisions are made that affect the development of our IB program and the relationship between IB and the Shaker Schools.



Statement of Inquiry:

Missions and policies are developed so that consistent expectations can be communicated.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

October 15th Professional Development Day Reflections:

Name (Optional): _____

Role:

Classroom Teacher Special Education Teacher Support Staff

Special Education Aide Administrator Special Area Teacher Tutor

My biggest takeaway from each session:

Personal Project: _____

Key Concepts: _____

Global Context: _____

Mission/Policies: _____

Taking Action: _____

One thing I learned today that I can apply in my work immediately is: _____

One suggestion I would have for improvement on the day is: _____



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

MYP Academy





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

NOVEMBER 11 – IB/MYP ACADEMY

On November 11th, all of our 5th-12th grade staff will be participating in an IB/MYP Academy. Please use the [SignUp Genius](#) link to sign up for the sessions you wish to attend. All participants are expected to attend three sessions- one during each time slot. Sign up early as spots may fill up quickly in popular sessions!

1. ***MYP 101: Welcome to boot camp!***

[New to MYP?](#) Old to MYP but feel you could use a refresher? This session will provide the basics of the MYP program for staff. Learn the general requirements of the program, the important terminology, and the basics behind what MYP looks like in a school.

[Facilitators:](#) Lyndon Brooks & Molly Miles

[Room:](#) 111

2. ***Advanced Unit-Writing with [Managebac](#): Making the [programme](#) work for you!***

[Ready to take your unit-writing to the next level?](#) Want to know the ins-n-outs of [ManageBac](#) and put it to work for you? Learn about how to input formative and summative tasks, modify rubrics, and unleash the potential of the program to help you craft your MYP units!

[Facilitators:](#) Jason Bednar & Adam Cohen

[Room:](#) 39



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July



Shaker MYP

IB/MYP ACADEMY

On November 11th, all of our 5th-12th grade staff will be participating in an IB/MYP Academy. Please use this *SignUp Genius* link to sign up for the sessions you wish to attend. All participants are expected to attend three sessions- one during each time slot. Sign up early as spots may fill up quickly in popular sessions!

DATE: 11/11/2014 (Tue.)

CREATED BY: Amy Brodsky **CONTACT**

Available Slot	Date (mm/dd/yyyy)	Time	
<p>MYP 101: Welcome to boot camp! (Room 111) New to MYP? Old to MYP but feel you could use a refresher? This session will provide the basics of the MYP program for staff. Learn the general requirements of the program, the important terminology, and the basics behind what MYP looks like in a school.</p>	<p>11/11/2014 (Tue)</p>	<p>8:30AM - 9:15AM EDT (25)</p>	<p>All slots filled ✓ Karlee Robinson ✓ James Schmidt ✓ Caulton Staunton ✓ Kendra Agee-Barney</p>



Shaker Heights Schools

IB/MYP Academy

Facilitator Name Andrea Budd Cook
Roy Isaacs Session Title 16 Key Concepts

Session Reflections: Consider the following to help us continue MYP's progress:

- How did each session go? Was there anything "unique" about a session?
- Any good questions or comments from the audience?
- What were people lacking? What did they have a good command of?
- How much time did attendees have to integrate their learning with their planning?

General Comments: We really appreciated the help and guidance that
John Moore and Amy Brodsky gave us in helping us prepare
for these sessions. We met 2x to prepare and also worked
on our own. It was very nice to be recognized for our efforts
and to receive that cute gift bag! From our perspective, people
really enjoyed choosing their own professional development. I think
the day was very successful.

Please submit to the table outside of the main office.



SHAKER HEIGHTS CITY SCHOOL DISTRICT

IB/MYP Academy
Professional Day Activity Log
November 11, 2014

- Please document comments regarding each session that you attend in the spaces below.
- Please submit this document to the tables in the center hall near the Main Office after Session 3.

Name: Amy Fogerty	Building: HS	Content Area: World Language
-----------------------------	------------------------	--

Session 1 Topic <u>MYP 101</u>	Leader Name(s) <u>Miles, Brooks</u>
---------------------------------------	--

Comments:

I learned that importance of MYP is to get students to think about what they are learning to be able to push it to a new level. This will then help them to be a stronger part of the global context.

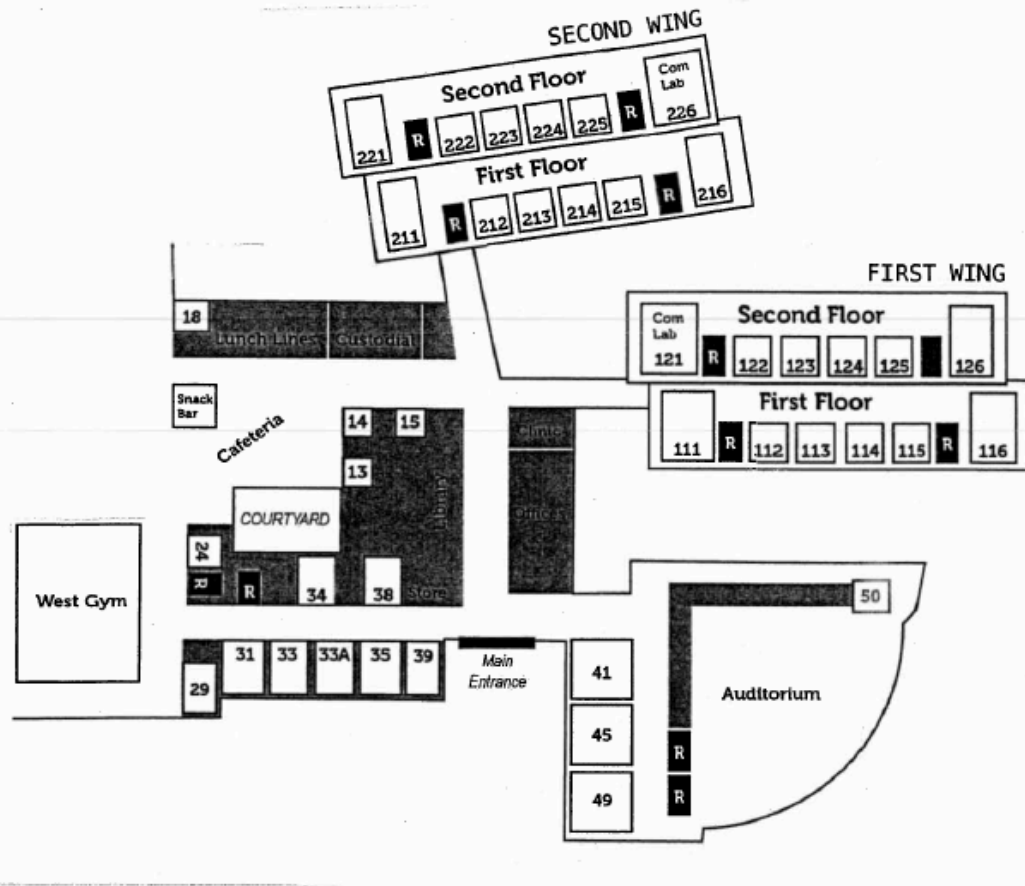
Session 2 Topic <u>Managebac</u>	Leader Name(s) <u>Bednar, Cohen</u>
---	--

Comments:

This was time to work in the program, but it was my first time, so it was very challenging to get work done.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July



1. MYP 101 Room: 111	2. Advanced Unit-Writing with Managebac Room: 39	3. Personal Project Room: 112
4. Interdisciplinary Units: Math & Science. Room: 122	5. Interdisciplinary Units: Language & Literature and Individuals & Societies. Room: 223	6. Action: How do we inspire action through our teaching? Room: 113
7. Common Core Math & MYP Room: 114	8. Common Core ELA & MYP Room: 115	9. Statement of Inquiry Room: 123
10. Conceptualizing the Standards Room: 124	11. Understanding how to use the Global Contexts Room: 125	12. The Power of the Key Concepts Room: 126
13. Approaches to Learning Skills Room: 221	14. The Library's Role in MYP Room: Library	15. PYP Exhibition Room: 224
16. Introduction to the DP Room: 225	17. Learner Profile Room: 38	18. The Tech-Savvy Teacher Room: 33
19. Restorative Justice Room: 31	20. Assessment Room: 121	21. Inquiry Questions Room: 213
22. MYP & OTES Room: 214	23. Communicating IB Room: 215	Please submit your Activity Log near the main office before heading to the Health Fair



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

*The time allowed for each session was very effective. Information was provided in a quick and precise way. **Presenters were very knowledgeable.***

I've been waiting for something of this type.
Bravo zulo to the coordinators.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

All the sessions I attended were very good. The day was well planned and professional. Definitely a good use of our time for a professional day. *I have always felt that my colleagues were talented and knowledgeable professionals, but it was great to have an opportunity to learn from them in this context.* They passed on some great ideas, and they added to my understanding of IB concepts.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Best PD ever. ***We were treated the way that we treat our students.*** We were given meaningful activities, able to ask questions and have dialogue in a collaborative setting with our colleagues.

Very informative and useful to meet and share ideas with colleagues from different grade levels and subject areas.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

The new set up was perfect for me. I liked being able to select the sessions I was interested in attending. I also liked moving locations. It help keep the day flowing. The sessions were informative as well.

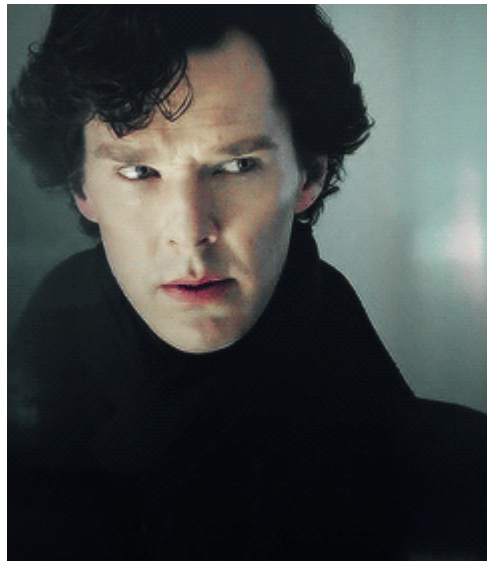
I enjoyed every minute of the 3 sessions. I am a new teacher and the presentations were helpful and inspiring! I look forward to participating in the next break out sessions!



Collaborative Scoring

Student X: WWII DBQ

Teacher A: 6



Teacher B: 4



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

MORNING SESSION – 5TH GRADE SCIENCE

COLLABORATIVE SCORING PROTOCOL

(IF YOU GET STUCK AT ALL IN THE PROCESS, CALL AMY AT 346-6296)

- PURPOSE:**
- 1) To have a greater in depth understanding of the assessment criteria and rubrics.
 - 2) To come to consensus as a department on the interpretation of level descriptors for our students' work.

PLANNING AND PREPARATION

Seating Arrangements: Sit in small groups, specific to the unit/assessment

Roles: department facilitator, timekeeper, recorder

PROCESS

A. Introduction (led by department facilitator) – 8:35-9:00

1. Choose a department facilitator for the group.
2. Choose a timekeeper for the group.]
3. Choose a recorder for the group.
4. The *department facilitator* reviews the norms (yellow sheet) and protocol process (this sheet) with the group and describes the context of the task.
5. Examination: All *group members* silently examine the assignment for the light & sound article reflection assessment and the rubric (paying particular attention to the differences in indicators for each score).
6. The *department facilitator* goes through the sample graded work and the recording sheet on the document camera to demonstrate the process for scoring (see section B below).



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

SCORE RECORDING SHEET

5th Grade Individuals & Societies

Student Sample 1:

Score for Criterion A: _____

This work achieved that level because:

This work would have achieved the next highest level if:

|



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

WHOLE GROUP RECORDING SHEET

5th Grade Individuals & Societies

Department Facilitator: _____

Timekeeper: _____

Recorder: _____

Student Sample 1:



	Score for Criterion A	Score for Criterion C
Group 1		
Group 2		
Group 3		
Group 4		
Group 5		

Agreed upon Score:

Criterion A: _____

Justification:

Criterion C: _____

Justification:



Introduction

How to use this
teacher support
material

Written curriculum

MYP unit planning
process

Examples of MYP
sciences unit plans

Sciences overview

Taught curriculum

Sciences objectives

Assessed curriculum

Formative and
summative
assessment

Examples of student work

Summary

Criterion B: Inquiring and designing

To view the various elements of this example, please use the icons at the side of the screen.

Maximum: 8

Achievement level	Level descriptor
3–4	The student is able to: <ol style="list-style-type: none">outline a problem or question to be tested by a scientific investigationformulate a testable hypothesis using scientific reasoningoutline how to manipulate the variables, and outline how relevant data will be collecteddesign a safe method in which he or she selects materials and equipment.

This work achieved level 4 because the student:

- has a question or aim that contains both the variables under investigation



Criterion B and C:
Teacher task
(PDF)



Criterion B and C:
Task clarifications
(PDF)



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Low-carbon energy production essay

Carbon based energy is energy that is produced from things made from carbon, such as coal, oil and natural gas and low-carbon energy is energy from things that is not made from carbon such as solar-, wind- and geothermal. Low carbon energy “at the point of generation, release less carbon dioxide than the traditional means of power generation. It includes zero carbon power generation sources, such as wind power, solar power, geothermal power and, including fuel preparation and decommissioning, nuclear power, as well as sources with slightly lower-level emission than Coal, such as natural gas” (Wikipedia). This essay will look at the production of wind energy as a means to reduce carbon-based energy.

Reference

What is that?

How do you get it?

Explain the science behind this working! Reference

“Wind energy is the kinetic energy of air in motion, also called wind” (Wikipedia). The formula for getting kinetic energy is: $E = \frac{1}{2} mv^2$, where m =mass and v = speed. Therefore, we know that more the mass of the wind or the faster the wind moves, the more energy will be created. The problem is that we don’t always have the same amount of wind blowing so the energy generated will not always be the same. Another problem is that we use oil, gas and coal energy to produce wind farms, but actually that is not a very big problem, because “the energy consumed to manufacture and transport the materials used to build a wind power plant is equal to the new energy produced by the plant within a few months” (Wikipedia). So, therefore it would be ok to use carbon-based energy to create the things needed to produce non carbon-based energies.

This is good! Elaborate

Explain more why! why not

→ Your language is informal

“Compared to the environmental impact of traditional energy sources, the environmental impact of wind power is relatively minor. Wind power consumes no fuel, and emits no air pollution unlike fossil fuel power sources” (Wikipedia). Therefore, we can say that it is worth it to spend all the money and pollution in the short term, because it will have good benefits in the end. In most places animals can feed on the place where these plants are created, “99% of the land can be used for other purposes, including farming” (Bradshaw). However, it can also be bad for the environment and examples are noise pollution, although Bradshaw

Reference



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Approaches to Learning Mapping





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Approaches to Learning Mapping

GRADE LEVEL: 9

Today's Goals:

1. Create inventory of general learning experiences that support the development of AtL Skills
2. Explore the connections between skills development across subject areas in each grade
 - a. "Horizontal Map": what are we doing across 9th grade to develop the skills? Across 10th?

Future Goals:

1. Find and fill gaps in skills development 5-10 and across all subject areas
 - a. "Vertical Map": what can we do to purposefully plan for skill development and growth each year?

Process:

1. In mixed-disciplinary groups, generate a list of learning experiences and grade-level expectations for our students in each of the MYP Approaches to Learning skills clusters.
2. We will synthesize all responses to make one large inventory of skill-building



Communication skills: Exchanging thoughts, messages and information effectively through interaction

Explicit / Purposeful Learning Experiences or Activities

Presentations

Collaborate with peers- Peer Review

Using Technology- GoogleSites, Moodle

Communication skills: Echo clap to bring them back to attention.

How do kids communicate through interaction

- group projects, share the writing by listening to another's work, reflect on what you completed-give a rubric and have them critique. Peer critique in art (blindly) they do not know at whose project it is they are looking. Guided discussion, small group that are split up by teacher in different way, they get to choose who plays a certain role.

Socratic Seminar-student guided discussion

Research paper in 9th grade Global Studies. Trials, newspapers, debates are also done in Global Studies. In Design we have a presentation after each project. In Physical Science they practice communicating with each other and other scientists through graphical data. They also communicate internationally with standard units and variables.



Approaches to Learning Mapping

GRADE LEVEL: 6



Communication skills: Exchanging thoughts, messages and information effectively through interaction

- * Model
- * Vocabulary Instruction
- * modeling and telling them how to listen to each other responses
- * appropriate body language, explicit instructions, focus on topic when presenting
- * show students non-examples
- * going over daily, class room expectations and essential agreements
- * Think pair/share
- * Exit slips
- * Music playing checks
- * Following conducting gestures
- * Oral Presentations
- * Modeling group work
- * Peer editing
- * Thumbs up/thumbs down
- * Interactive forums
- * Using moodle
- * Formative and summative assessments
- * Verbalize effectively in physical education in order to allowed the game to be strategically played.
- * Non verbal hand signals to obtain items such as (pencils, water or restroom breaks.
- * Use mannerful language (May I please have....)
- * Color-coded tents to obtain items or ask questions
- * Acknowledge peer input before adding to the discussion
- * Self and peer editing-give meaningful feedback to others
- * Group discussions to negotiate ideas and come to consensus
- * Share ideas with multiple audiences-oral or prezi/powerpoint to display and explain work

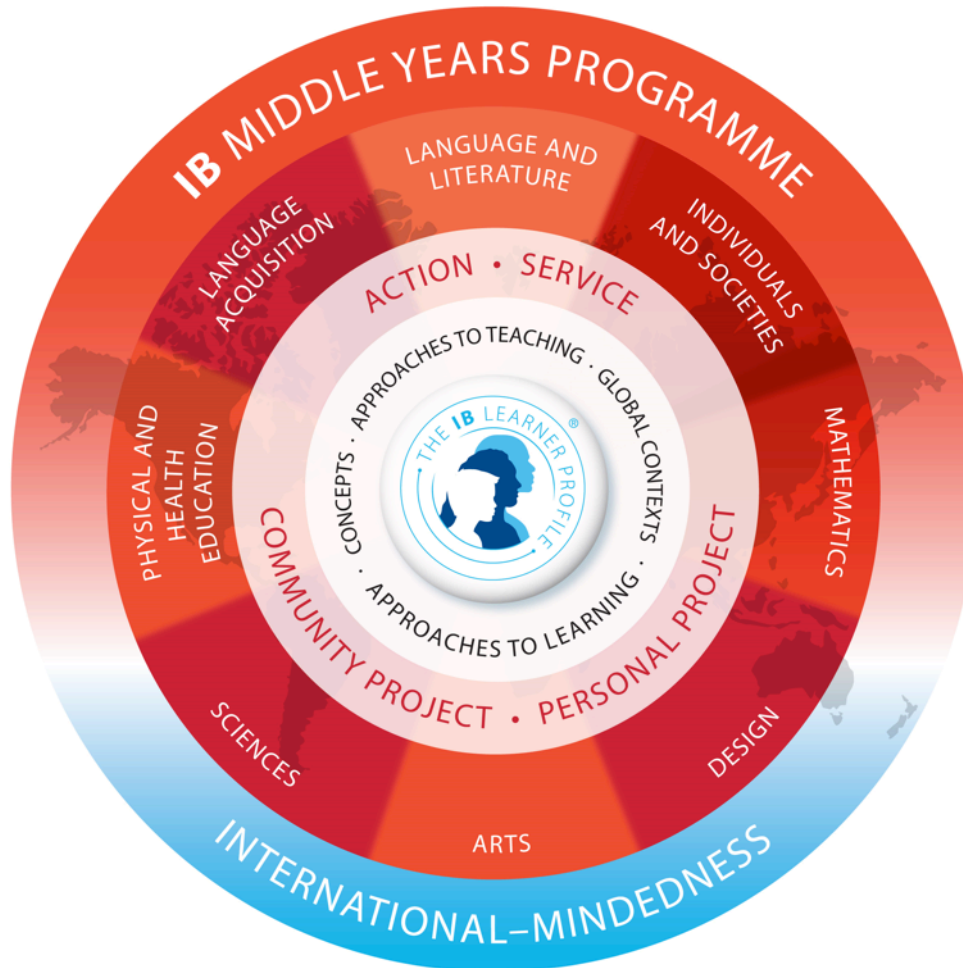
Communication skills: Reading, writing and using language to gather and communicate information

- * Read aloud or independently
- * Oral Presentations
- * Note-taking
- * SGORR Presentations
- * Examples of summaries, essays and reports
- * scaffolded method for note taking



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Horizontal Unit Sharing





Discussion Guidance – April 13th, 2015

****Please be share to allow enough time for each person to talk about his/her unit.****

Ideas to share:

- * Briefly describe the content you are covering in this unit.
- * Share your key concept, global context and statement of inquiry.
- * Describe your summative assessment for the unit.
- * Address the Approaches to Learning skills you cover during this unit.
- * If possible, briefly describe the lesson you plan to teach on April 27th, the day of the visit, and how it connects back to your statement of inquiry.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Vertical Subject Area Teams

3	The Short Story: Understanding Ourselves and Others	Communication	<ul style="list-style-type: none"> Point of view Theme Character Setting Structure 	Orientation in space and time	Short stories incorporate the elements of setting, character, point of view, and theme within a structure that can entertain and inform.	B: Organizing C: Producing Text D: Using Language	Organization Collaboration Communication Research	Reading Standards for Informational Text (RI) Writing Standards (W)
3	"Climb into His Skin": The Role of Empathy in Society	Perspective	Point of View Character Context	Fairness and Development	Empathy can impact society positively.	A: Analyzing C: Producing Text D: Using Language	Organization Collaboration Communication Research	Reading Standards for Informational Text (RI) Writing Standards (W)
3	Right On! Persuasive Research Essay	Logic	Audience Imperatives Structure Purpose	Orientation in space and time	Government can both protect and restrict individual liberties.	Analyzing Organization Using Language Producing Text	Communication, reflection, creative thinking	Reading Standards for Informational Text (RI) Writing Standards (W)
3	Poetry: The Rebel of the Literary World	Creativity	Point of View Character Context	Fairness and Development	Poetry fosters self-expression through creativity and style.	Analyzing Producing Text Using Language	Communication, reflection, creative thinking	Reading Standards for Informational Text (RI) Writing Standards (W)



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Personal Project





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Date	Meeting / Event	Topic
Sept. 4	Advisory	Overview of the Personal Project and supervisory assignments
Sept. 11 @ 6:30pm	Curriculum Night	Introduction to Parents
Sept. 29 @ conference period	Supervisor	Getting to know your supervisor and brainstorming topics
Oct. 9	Advisory	Work on goal sheet & global context
Oct. 27@ conference period	Supervisor	Discuss completed goal sheet & global context
Nov. 6	Advisory	Criteria – How do you know when you have a successful product?



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Home » Courses » High School » Personal Project




Shaker Heights Schools

Middle Years Programme

Personal Project

Introduction to the Personal Project


What is the Personal Project?

 [Intro to the Personal Project](#)


This PowerPoint was shared with students on the first Advisory Meeting. It briefly covers the basics of the Personal Project.

 [Personal Project Brochure](#)

This brochure provides a basic overview of the personal project.

 [Personal Project Guide Book](#)

This guide book includes an overview of the Personal Project, examples, timelines and brainstorming activities that we will engage in during advisories.

 [Remind Text & Email Signup Guide](#)

This will teach you how to sign up for reminder texts or emails.

Excellent overview and examples of the Personal Project by Glenlyon Norfolk School

***Note: while Glenlyon completes the personal project in grade 9, Shaker will complete the project in grade 10, the final year of our Middle Years Programme.

Glenlyon Norfolk School IB MYP Personal Project

Navigation

Home

▸ Site pages

▼ Current course

▼ Personal Project

▸ Participants

▸ General

▸ Introduction to the
Personal Project

▸ Timeline


▸ Advisory Curriculum

▸ Personal Project Support
Tools

▸ Examples

▸ Courses

Search forums

Advanced search 

Upcoming events

There are no upcoming events

[Go to calendar...](#)

Recent activity

Activity since Sunday, July 12,
2015, 11:18 AM

[Full report of recent activity...](#)
Nothing new since your last login



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

YouTube

shaker myp personal project



Welcome to the Shaker Heights Personal Project!



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July





IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Connecting Initiatives

- **Use models in place to connect district initiatives**
 - Ohio Teacher Evaluation System
 - Common Core and new State Standards
 - Strategic Plan
- **Make MYP infuse everything as an overarching framework**
- **Where coordinator as professional learning leader takes shape**



IB CONFER
OF THE AMERICAS
Chicago, IL • 2



SHAKER HEIGHTS CITY SCHOOL DISTRICT TEACHER EVALUATION RUBRIC

PLANNING	Accomplished	Connections to MYP and Unit Planner
<p>FOCUS FOR LEARNING (Standard 4)</p> <ul style="list-style-type: none"> ❖ Objectives ❖ Standards/curriculum 	<ul style="list-style-type: none"> • develops an ambitious and measurable objective for student learning that aligns with the Ohio standards • can explain how objective fits into broader unit and course goals for content learning and skills 	<ul style="list-style-type: none"> • Lines of Inquiry (p. 1), Objectives (p.2), Content (p.3) • MYP Unit Planner (explain how your lesson relates to the whole unit)
<p>ASSESSMENT DATA (Standard 3)</p> <ul style="list-style-type: none"> ❖ Data based ❖ Diagnostic evidence 	<ul style="list-style-type: none"> • purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles; incorporating a range of assessments into lesson plans • student learning needs are accurately identified through an analysis of student data • uses assessment data to identify student strengths and areas for student growth 	<ul style="list-style-type: none"> • Tiered inquiry questions (p. 1), Summative Assessments (p. 2), Formative Assessments (p.3) (all backwards mapped with unit planning) • SLO Pre-Test • SLO Pre-Test
<p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standards 1, 2,4)</p> <ul style="list-style-type: none"> ❖ Interdisciplinary ❖ Authentic inst. ❖ Real world connections 	<ul style="list-style-type: none"> • lesson builds on students' prior knowledge in a significant and meaningful way • can accurately explain how the lesson fits within the structure of the discipline • makes meaningful and relevant connections between lesson content and/or other disciplines, real-world experiences and careers 	<ul style="list-style-type: none"> • MYP Unit Planner (explain how your lesson relates to the whole unit) • Year-at-a-glance curriculum map • Other disciplines: Key & Related Concepts Real World: Global Context
<p>KNOWLEDGE OF STUDENTS (Standard 1)</p> <ul style="list-style-type: none"> ❖ Relationships ❖ Needs 	<ul style="list-style-type: none"> • demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences • describes procedure used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences • analysis of student data shows a deep understanding of how to connect the data to 	<ul style="list-style-type: none"> • Differentiation (p.3), Approaches to Learning (p. 2) • Beginning of class survey (paper, Moodle, etc) • TBTs



IB C
OF THE
Chicago

Overview

Units

Tasks

Messages

Calendar

Files

Students

Reading Between the Lines

[← Back to Unit](#) | [Delete Unit](#)

Content

ATL

Service (Optional)

Learner Profile (Optional)

Differentiation

Standards/skills

What (if any) standards/skills are to be addressed?

Reading: Literature

Key Ideas and Details

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the Text.
- 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 8. (Not applicable to literature)
- 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently

Reading: Informational Text



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

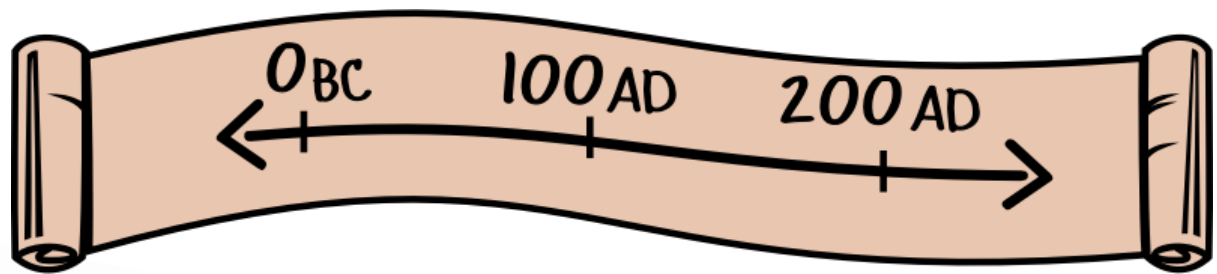
Collaborative Scoring Process: 2/13, 2015

Strategic Initiative Reference	Strategic Initiative Description	Alignment
1.1	Implement the International Baccalaureate (IB) <u>Programme</u> and philosophy in every school and classroom.	MYP schools engage in collaborative scoring of assessments to ensure a deep, fair understanding of the criterion-referenced rubrics.
1.2	Collaboratively develop and consistently implement a comprehensive curriculum that aligns with rigorous academic standards.	Teachers work together in departmental groups to assess student work and compare results. Teachers reflect on their scoring of work to ensure that they are interpreting and assessing student achievement appropriately.
1.5	Use assessment and data to make informed decisions	Through standardizing criterion-referenced scores, data can be accurately compared across classes to create conversations about effective methods and reflections on our pedagogy.



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Idealized Professional Learning Timeline for Authorization



Step 1:

- Conceptual Based Learning (Lynn Erickson)

Step 2:

- Understanding by Design (Wiggins & McTighe)

Step 3:

- Philosophy and Framework of IB

Step 4:

- Identify strong school leaders

Step 5:

- Stakeholder Advisory Group

Step 6:

- Targeted training for subject-area leaders

Step 7:

- MYP policies



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Year 1: Building authentic assessment tasks

Year 2: Rubric-based grading and collaborative scoring

Year 3: Approaches to Learning

Year 4: Global Contexts for Teaching & Learning

Year 5: Service & Action

- Ongoing
 - Collaborative time for unit-writing
 - Training
 - Reviewing Standards & Practices



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Shaker IB Resources WikiSpace

<https://shakeribresources.wikispaces.com/>



Wikispaces



IB CONFERENCE
OF THE AMERICAS 2015
Chicago, IL • 23–26 July

Discussion Questions

What are your questions for us?

- What is your professional learning goal for the coming year?
- How can these models help achieve those goals?
 - What barriers to such professional learning exist?
 - How can we overcome these challenges?
- How do professional learning models relate to the school culture in a district?
 - What is the role of “trust” in professional learning?